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has the advantage of being direct and concise, but it is open to the criticism that the effort at conciseness has in a few cases resulted in inadequate treatment.

Detailed consideration is given to six elementary-school subjects, spelling, reading and literature, composition and grammar, arithmetic, history, and geography. In each case the discussion includes a statement of the principal aims and problems involved, and special emphasis is placed upon the psychological facts with which the teacher should be familiar. The discussion is enriched with concrete material in the form of illustrations and devices which have been found helpful in teaching the subject. At the close of each chapter is a list of exercises to be used in testing the suggested devices by principles explained in the text. For example, geography is described as a subject that is difficult to teach because a large part of its subject-matter changes rapidly and because of the tendency to overemphasize factors of local or regional significance. The generally accepted definitions of geography are stated and explained; valid bases of selection of the content of the geography curriculum are suggested; the value and proper use of problems, projects, maps, pictures, diagrams, museums, and excursions are discussed and illustration given where possible. Examples of both problems and projects are included. A simple form of weather chart is shown, and suggestions are made as to its use. Exercises in the form of geography games, co-operative map-making, location contests, etc., are presented at the close of the chapter.

The book will be found valuable for use in methods classes as well as for reference by those engaged in teaching. Its principal value lies in the great amount of concrete material presented. If it is used as a textbook, the very brief discussions of theories and principles will need to be supplemented by reference to other sources.

N. B. HENRY

A useful compendium on child care and child welfare.—The unprecedented multiplication of books, pamphlets, and periodicals during the past decade has rendered almost futile the attempt of any individual to become familiar with the literature of more than a minutely subdivided field of knowledge. It has been said that there are no living scientists, but merely specialists in one or another of the dozens of fields of science. An understanding of the interdependence of individuals, communities, and nations has been considered an essential constituent of the mental equipage of statesmen, reformers, and others who influence social progress. There seems to be justification for the belief that a knowledge of the interdependencies of all branches of learning is essential to a functional mastery of any particular field of knowledge. There is urgent need for the old-fashioned compendium drawn up with reference to the needs of specialized groups of scholars. Such a compendium¹ has been

¹ *Child Care and Child Welfare, Outlines for Study*. "Home Economics Series No. 5," Bulletin No. 65. Washington: Federal Board for Vocational Education 1921. Pp. 502. \$0.35.

prepared by the Children's Bureau and the Federal Board for Vocational Education.

This publication contains the latest and most pertinent information bearing on the entire field of child care and welfare from before birth to maturity. The material is presented in forty-six outlines which are grouped under seven sections. The topics of these sections are as follows: health problems of mother and infant; the development, general hygiene, and feeding of the child; problems related to safeguarding the health of the child; child mentality and management; play and recreation; child labor; and children in need of special care. Another valuable feature of this compendium is the inclusion of topical bibliographies between the outlines.

The bulletin will be especially useful to teachers and students of home economics. It will also be valuable to all teachers who wish to feel well informed on the important subject of childhood. Last but not least, it will be almost indispensable in any home where there is a child present or expected.

G. M. HOYT

An experimental study of the development of intelligence.—The question as to the changes in mental traits that take place with age is one upon which objective evidence must be brought to bear. Following this principle, Dr. Brooks in a recent study¹ seeks to discover by means of re-tests the changes that actually take place from one year to another. Many previous investigators, in dealing with the same problem, have not re-tested the same children, but have taken different groups for the different ages. The author also attempts to find the correlation between mental traits at different ages and the relation of intellectual ability to rate of improvement.

The subjects for these tests were 171 children, ranging in age from nine to fifteen years and enrolled in Grades IV to IX. These children represented a random sampling of various social and economic groups. Unusual care was taken in administering the tests, which were given in May, 1918, May, 1919, and May, 1920. The twenty tests given covered such functions as handwriting, reasoning, arithmetic, opposites, memory, direction, and general intelligence.

After a historical survey of the experimental data in this field for purposes of comparison, the author proceeds to give a statistical treatment of his results. In order to render the different tests comparable and to compare gains at the different ages, he has classified his results into groups.

The findings in this investigation differ somewhat from those of other studies, probably due to the fact that the author uses methods different from those formerly employed. His results based upon the re-tests of the same children over a period of two years show the rate of gain in mental traits of children nine to fifteen years of age to be practically a straight-line develop-

¹ FOWLER DELL BROOKS. *Changes in Mental Traits with Age*. "Teachers College Contributions to Education," No. 116. New York: Teachers College, Columbia University, 1921. Pp. 86.